

Career and Technical Education Program of Study Application 2017 Version (Full Application)

Directions—please enter information into ALL the fields in this application. If you have technical problems with this application, contact Ron Dodge POS.Application@state.or.us.
(For detailed information on how to complete this application consult the [Guide to Using the Oregon CTE Program of Study Application 2017](#).) **DEADLINE for submission: June 30, 2017; (Early Bird: April 28, 2017)**

CTE POS—Title:	Business and Marketing
Career Area:	Business Management--BM
Cluster Area (& appropriate secondary CTE licensure):	BM--Marketing
Focus Area (if applicable):	
Secondary CIP Code: (Link to CIP website)	52.1401 (6 digit)
Community College CIP Code: (Link to CIP website)	52.1808 (6 digit)

Secondary School Name:		Westview High School
Secondary School District:		Beaverton School District
Secondary School ID Number:		1320
Secondary Teacher Name	Email	Current CTE License
Jason Linnman (Lead Teacher)	jason_linnman@beaverton.k12.or.us	BM--Business Management Administration
Brandie Clark	brandie_Clark@beaverton.k12.or.us	BM--Marketing
Heather Baldwin	Heather_Baldwin@beaverton.k12.or.us	In progress

Secondary Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	2AREG008
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CC Technical Skill Assessment (TSA): Use the code from this table for your selected TSA.	10REG002
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Primary Oregon Community College Name: (Contact POS.Application@state.or.us to add multiple colleges)	Portland Community College
College Point of Contact:	PCC Sally Earll sally.earll@pcc.edu
Community College CTE Program Title(s):	Marketing
Community College Award:	Associate of Applied Science

Visual/Roadmap: (Insert link, or identify location where sample of visual can be found)	https://drive.google.com/drive/folders/0B2MMRvjYf1pANmc4a2t3Tkh0d1k or https://drive.google.com/drive/folders/0B2MMRvjYf1pANmc4a2t3Tkh0d1k
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Regional Coordinator/Contact:	2A--Beth Molenkamp elizabeth.molenkamp@pcc.edu
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CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.

Regional Coordinator: Email application and addenda to this mailbox-- POS.Application@state.or.us , or follow an alternative process described in Step 8 of the **Submission Process** on the last page of this application.

DEADLINE for submission: June 30, 2017

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CTE POS Course Lists—Secondary

Directions:

1) Please list below the CTE Program of Study Secondary Courses in which the instructor will:

- Teach with intent and purpose the CTE POS knowledge and skills identified in the CTE POS Skill Set, and
- Assess and record student achievement of those standards

2) Mark as “TSA” those courses that are necessary for students to take before they are required to take the Technical Skill Assessment for this POS.

Note: Additional CTE courses may be listed (and supported with Perkins funds) if they support the identified skill set; but do not mark those as “TSA” Required”

Secondary Core CTE Courses (Please be complete; this information will be entered into the CTE Program Update database and all fields are required)

TSA* Required	School Course #	Secondary Course Name	# of Credits	5-digit NCES Code	Course Description (brief) (boxes below will expand)	Articulating College (if applicable)	College Course #	College Course Name
<input checked="" type="checkbox"/>	B7011	Accounting I	.5	12104	Students acquire an understanding of basic accounting principles and procedures. They also become familiar with accounting terminology, financial records, forms, and statements used for both a service and merchandising business.	Select College		
<input checked="" type="checkbox"/>	B7012	Accounting I	.5	12104		Select College		
<input checked="" type="checkbox"/>	B7041	Advanced Accounting	.5	12104	Students first learn how businesses plan for and evaluate their operating, financing and investing decisions and then how accounting systems gather and provide data to internal and external decision makers.	Select College		
<input checked="" type="checkbox"/>	B7042	Advanced Accounting				Select College		
<input checked="" type="checkbox"/>	B6011	Marketing I	.5	12152	Students will learn skills in the following marketing areas: store operations, economics, marketing segmentation, product planning, pricing and merchandise math, advertising and promotion, display principles, and entrepreneurship.	Select College		
<input checked="" type="checkbox"/>	B6012	Marketing I	.5	12152		Select College		
<input checked="" type="checkbox"/>	B6021	Marketing II	.5	12152	Student will study a business and develop a written proposal to solve the marketing problem under	Select College		

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					consideration. This includes researching, analyzing, problem-solving, and developing solutions consistent with business practices and principles.			
<input checked="" type="checkbox"/>	B6022	Marketing II	.5	12152		Select College		
<input checked="" type="checkbox"/>	B6031	Marketing III	.5	12152	Marketing III gives students an active role in managing Westview's student store, DECA leadership activities, project-based proposals, and entrepreneurial concepts. Students make decisions, monitor results, and develop an action plan to solve a variety of marketing problems.	Select College		
<input checked="" type="checkbox"/>	B6032	Marketing III	.5	12152		Select College		
<input checked="" type="checkbox"/>	B616x	Digital Marketing	.5	12162	Students will learn how to utilize current and emerging technology to achieve traditional marketing objectives, including branding, promotion, sales, customer engagement and building effective customer relationships.	Select College		
<input checked="" type="checkbox"/>	B609x	Introduction to Sports Marketing	.5	12167	Students learn the principles of sports and event marketing, including team branding, player acquisition, personnel decisions, market analysis and city selection, stadium location and design, sponsorship and revenue streams, media presentation and merchandising.	Select College		
<input checked="" type="checkbox"/>	B611x	Fashion and Retail Marketing	.5	12153	This is an introductory course to the retail industry and the merchandising of products and services. It will focus on the evolution and movement of fashion and retail, career development, merchandising, promotion, and business strategy.	Select College		
<input type="checkbox"/>						Select College		
<input type="checkbox"/>						Select College		
<input type="checkbox"/>						Select College		
<input type="checkbox"/>						Select College		

**TSA required—Technical Skill Assessment required course—required courses that, when completed, trigger TSA assessment eligibility for the student*

CTE POS Course Lists—Post-Secondary

Post-secondary Core CTE Courses:

- Enter the name of the college program that is the postsecondary component of this POS
- Select the highest level of this component offered by the college
- List only the courses included in the Course/Skill Set crosswalk matrix

Name of Certificate or Degree Program		Marketing	
Highest award available in Program:		AAS	
College Course #	Post-Secondary Course Name	Number of Credits	Accelerated College Credit/College Now?
BA 101	Introduction to Business	4	<input type="checkbox"/>
BA 111	Introduction to Accounting	3	<input type="checkbox"/>
BA 131	Intoduction to Business Technology	4	<input type="checkbox"/>
BA 205	Business Communication Using Technology	4	<input type="checkbox"/>
BA 235	Social Media Marketing	4	<input type="checkbox"/>
BA 280	Cooperative Education Business Experience	3	<input type="checkbox"/>
BA 238	Sales	3	<input type="checkbox"/>
BA 223	Principles of Marketing	3	<input type="checkbox"/>
CA 109	Beginning Powerpoint	1	<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

Course-to-Skill Set Crosswalk/Matrix

Please use one of the Excel spreadsheets posted online at (<http://www.ode.state.or.us/search/page/?=3584>) (or use one you've created locally) to crosswalk the identified skill set to the listed secondary and post-secondary courses.

- You should use the same matrix for both secondary and post-secondary courses.
- It is only required to map courses to the standards (Knowledge and Skill Statements); it is not necessary to map the performance indicators, duties, or tasks.
- Be sure to identify the selected skill set in your matrix, the secondary and postsecondary components.
- If your selected skill set is not from the [Oregon Skill Sets](#) website, please identify its origin and how it was industry validated.

☒ **Secondary:** (check this box to indicate secondary course-to-skills crosswalk is complete and attached)

☒ **Post-secondary:** (check this box to indicate post-secondary course-to-skills crosswalk is complete and attached)

CTE POS Design Elements

There are five Elements necessary for a robust Career and Technical Education Program of Study—all are critical to being State approved in Oregon

GENERAL DIRECTIONS FOR COMPLETING THE ELEMENTS SECTIONS:

- In the first part of each Element section, click on each checkbox for criteria that applies to your Program of Study
- For those criteria that don't apply at this time, explain in the Comments box at the end of the section why those criteria are not met and how you will address them before the program is up for revision (POSs are usually approved for four years) Programs that do not meet all elements at the time of application may be temporarily approved as a "State Recognized Program" (SRP) until missing elements are completed; SRP's can convert to POS anytime and be immediately eligible for Perkins funds, per local grant administrator's budget.
- In the second part of each Element section, there is the expandable space provided for Comments, as mentioned above. Use this box to explain missing check marks in the criteria statements above, point out strengths of your program, or identify special circumstances you need to have considered during ODE review of this application
- If you already have documents or files that help demonstrate the strength or potential of each Element, simply attach those documents or files in the appropriate Addendum folder, or provide links to online documents, when submitting this application, rather than write lengthy responses in the Comment box. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2017](#) for details about how to use Addenda if submitting supporting documents or files.)

Element 1: Standards & Content

Standards and Content are the foundational elements for designing and improving Perkins-eligible Programs of Study

This POS design includes:

- ☒ A. Relevant, rigorous technical skill standards-based content, including or aligned with challenging academic standards
- ☒ B. Shared secondary and post-secondary technical content which incorporates the knowledge and skills identified in the Oregon Skill Sets or other industry-based standards, which are validated through national and state employer input
- ☒ C. Sufficient size, scope and sequence to include curriculum and instruction leading to student attainment of academic and technical knowledge and skills for high school graduation, college entry, and careers within high wage, high demand fields
- ☒ D. A systemic approach to instructional delivery of academic and technical knowledge and skills where student performance is demonstrated through valid and reliable technical skill assessments (TSA) aligned to industry standards
- ☒ E. A plan for continuous improvement of program design and instructional delivery that provides the opportunity for each CTE POS student to:
 - ☒ Meet diploma requirements, post-secondary entry requirements, and/or certificate/degree requirements
 - ☒ Demonstrate mastery of academic and technical content that is aligned with industry standards
 - ☒ Apply learning through authentic experiences
 - ☒ Develop skills and build confidence to compete in high wage, high skill, and/or high demand occupations.

- **Directions for using the Comment box**—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2017](#), for more details.)

Please address these questions through your comments in **Element 1 Comment Box** below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Explain how this POS is aligned with challenging academic standards at the HS and CC levels
- Identify those who participated in the decision of which skill set to use for this POS
- Who participated in the crosswalk of the skill sets to HS and CC courses

Element 1 Comment Box: A. Use the following link to access the business learning targets for the program:

<https://www.beaverton.k12.or.us/depts/tchlrn/lts/Pages/Browse-Learning-Targets.aspx>
You will need to place a checkmark next to each course to see the specific targets.

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The Advisory Committee will participate in ongoing discussions about the alignment of course standards and review the crosswalk of the skill sets.

B. The following are the Oregon Skill Sets that we incorporate and expect from students in our program:

Business Management and Administration: BM01, BM02

Finance: FN01, FN02, FN04, FN06, FN09, FN10, FN12,

Marketing: MK01, MK02, MK03, MK04, MK07, MK08, MK09, MK10

C. This link is to our department and course descriptions as seen in our schools Academic Planning Guide.

<https://www.beaverton.k12.or.us/schools/westview/academics/Documents/Business%20Pages.pdf>

See Career Pathway information on in the Marketing or Accounting areas of the Business & Management Pathway for scope and sequence.

<https://www.beaverton.k12.or.us/schools/westview/academics/Pages/Career-Pathway.aspx>

D. The POS will include a performance-based assessment stemming from DECA content for written projects along with the required oral presentation. Students use basic skills being taught in the entry level courses to build the foundation necessary to complete the assessment in our advanced courses. Students are scored on their individual written event materials in the Business Operation Research Event, Chapter Team Event, Business Management and Entrepreneurship Event, or Marketing Representative Event. Materials are scored locally using DECA criteria and a business professional.

E. POS courses are part of the 3 required credits in Second Language, the Arts, and/or Career and Technical Education as well as the 5.5 required elective credits. The POS also helps students acquire required Career Related Learning Experiences and complete the Extended Application requirement for graduation. DECA allows students in the POS to demonstrate mastery of academic and technical content aligned with industry standards for high wage, high skill/demand occupations, through applied authentic experiences. As an integral part of the classroom curriculum, DECA's industry-validated competitive events are aligned with the National Curriculum Standards in the career clusters of marketing, business management and administration, finance, and hospitality and tourism. DECA's flagship evaluation process involves students in both a written component such as an exam or report and an interactive component with an industry professional serving as a judge. DECA's competitive events directly contribute to every student being college and career ready when they graduate from high school.

Element 2: Alignment and Articulation

Alignment and Articulation are key to getting Program of Study partners working together to build career pathways for CTE students

The alignment of this POS includes:

- ☒ A. A unified, cohesive sequence of content among secondary and post-secondary partners contained in a non-duplicative sequence of courses or learning experiences.
- ☒ B. Alignment of content between secondary and post-secondary education partners may include course articulation or other ways to acquire post-secondary education credits (e.g. Oregon's Credit for Proficiency, Dual Credit, Oregon Transfer credit, etc.).
- ☒ C. Articulation agreements are developed, implemented and supported at the institutional level to ensure long-term sustainability and cross-sector cooperation.
- ☒ D. Based on the program design and instructional plan, each student will:
 - ☒ Continually progress in knowledge and skills when ready;
 - ☒ Earn high school or college credit based on performance; and
 - ☒ Make the connection between educational preparation and entry into a career.

➤ **Directions for using the Comment box**—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2017](#), for more details.)

Please address these questions through your comments in **Element 2 Comment Box** below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Briefly describe the level of alignment and/or articulation that exists for this POS (you may also identify non-Perkins eligible alignments that exist with private schools, universities, etc.)
- Briefly describe the alignment and/or articulation activities that have occurred, and who participated from HS and CC levels

Element 2 Comment Box: A. Westview Business & Marketing POS courses are aligned with the associate of applied science degrees in PCC's business administration program. Westview students receive an introduction to the content in PCC's program, specifically relating to accounting and marketing.

http://catalog.pcc.edu/programsanddisciplines/businessadministration/#Marketing_AAS_Degree

B. No articulation is available for Westview Business & Marketing POS students at this time, but PCC has some opportunities available in Computer Applications and Office Systems and Management/Supervisory Development that can be considered, along with an option for accounting.

C. No articulation agreements are in place at the current time. The Advanced Accounting course is an AP pilot that offers students credit through 5 Kansas universities and 1 in Minnesota if they pass the qualifying exam.

D. The Westview Business & Marketing POS provides a variety of paths for students within the POS to allow students to individualize their experience based on their knowledge and skills. For example, some sophomores might be ready to tackle a full year marketing course while others might be better served by a one semester introductory course in sports, fashion, or digital marketing before tackling a full year marketing course during their junior year. The Beaverton School District's School Board, teachers, and administration are committed to the core ideas of a standards-based system - <https://www.beaverton.k12.or.us/depts/tchlrn/grdrpt> to ensure that students earn credit based on performance of clear learning targets. All Westview students complete Student Education Plan and

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Profile activities throughout their 4 years to help them understand and prepare for college/career readiness - <https://www.beaverton.k12.or.us/schools/westview/academics/Pages/College-and-Career-Center.aspx>. Students in the POS can also complete their extended application / senior project through the advanced courses in the program -- see requirements at <https://www.beaverton.k12.or.us/schools/westview/academics/Pages/Senior-Project.aspx>.

Element 3: Accountability & Evaluation

Accountability and Evaluation are core elements for Perkins eligibility—they provide data illustrating the value of CTE to students' future plans

In this POS design:

- ☒ A. Performance will be measured against the Perkins-required performance measures as described in Perkins IV Measurement Definitions identified in Oregon's State Plan (re: Data Collection)
- ☒ B. Business, community and education partners (specifically, an Advisory Committee) participate in CTE Program of Study design and development, including:
 - ☒ Assistance in evaluating program vision, goals and priorities
 - ☒ Validation of industry skill standards for curriculum content and technical skill assessment, where appropriate
 - ☒ Participation in the CTE teacher recruitment, instructor appraisal process, and ongoing faculty professional development
- ☒ C. Perkins performance data is used for data-driven, CTE program of study design and improvement decisions
- ☒ D. Students have the opportunity to learn in a contextual career related environment that allows them to:
 - ☒ Monitor their own progress through their demonstration of attaining technical and academic skill standards
 - ☒ Demonstrate their technical and academic proficiency in meaningful ways, e.g., Technical Skill Assessment, etc.
 - ☒ Adapt their program to meet personal goals based on industry requirements and performance outcomes

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Please address these questions through your comments in **Element 3 Comment Box** below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Identify the data used in designing this POS, and the effect that the data had on the design
- Identify the members of the Business Advisory Committee
- How will the POS be evaluated, and by whom?
- How will you know if the POS is successful?
- What process will you use to decide any changes that need to occur because of the POS evaluation?
- **Required:** List the TSA(s) code used for this POS on Page 1 ([ODE approved list](#))

Element 3 Comment Box: A. Each June, the BSD will report enrollment and performance data (including TSA and industry credentials) on students who complete courses in state-approved career and technical programs.

B. The Business Advisory Committee will meet annually to evaluate program vision, goals and priorities, revalidate industry skill standards and technical skill assistant, and participate in CTE teacher recruitment when necessary, and contribute to instructor appraisal and professional development.

Members of the Advisory Committee will be:

Ryan Linnman, Medtronic
Brian Clark, LPL Financial
Pam Leeding, BSD Finance

C. The 90% reports created from the data by the state data collection systems will be used to inform improvements within the POS and ensure that all measures are met.

D. Students will have the opportunity to learn in a contextual career related environment through the operation of the Westview student store, the Lair. Skills taught include a wide range of marketing, retail and accounting functions. Additionally, students will demonstrate their technical skills and academic proficiency at the DECA State Career Development Conference via a capstone written project and presentation to local business professionals. Students are allowed to adapt work specifically to their personal interests and strengths meeting industry requirements and performance outcomes.

- Data used in designing this POS was derived from the Oregon Department of Education's High-Wage, High-Skill, High-Demand Occupation resource. The data identified the occupations specific to Business and Marketing, and the POS teachers and Business Advisory Committee distilled the skills required for these occupations. The courses identified for the POS were selected and fine tuned for these skills.

Data from the Oregon Skills Set Business and Management Cluster was also used to design the POS.
<http://www.ode.state.or.us/search/results/?id=294>

- The POS will be evaluated by POS teachers and Business Advisory Committee. The district CTE Coordinator requires each POS to be evaluated annually to ensure alignment with core requirements and include a plan for improvements.

- The criteria used to measure POS success will be students technical skill acquisition, the number of participants, and the percentage of completers.

- Annual review of the POS evaluation by the POS teachers and Business Advisory Committee will inform any changes that need to occur.

Element 4: Student Support Services

Student Support Services include the ways that all students are made aware of the career and education opportunities available in the CTE career Pathway that is the focus of this POS.

In this POS design:

- ☒ A. All CTE students will have informational guidance support and advising to assist them in progressing through a CTE program of study in an efficient and seamless manner (e.g. Career Pathway Templates, Education Plan and Profile, POS visual guides, Career Information System, etc.).
- ☒ B. Each student will be able to:
- ☒ Identify the career path options he/she can follow to a chosen career;
 - ☒ Receive consistent and informed messages about career and possible financial options for post-secondary education;
 - ☒ Take ownership of their education through maintaining a current education plan;
- ☒ C. Compliance is evident with Federal regulations, including Title VI- Civil Rights Act of 1964; Title IX – Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, Sex, Religion, National Origin, Age or Disability; Title II of the Americans with Disabilities Acts of 1990; therefore, this POS provides:
- ☒ Appropriate access for all students, including non-traditional and special populations.
 - ☒ A non-biased and non-discriminating learning environment (with respect to race, color, national origin, gender and disability status).
 - ☒ Program facilities with physical access and instruction that accommodates students with disabilities, including various learning styles (e.g. the use of visual, auditory, tactile, and kinesthetic teaching methods, and other appropriate forms of instruction).
 - ☒ Responsiveness to the needs of students for whom English is a second language.
- ☒ D. Opportunities for structured student leadership are a program component and integrated into CTE POS instruction. This POS integrates either:
- ☒ 1) One of the state chartered CTSO's: ☒ DECA, ☐ FBLA, ☐ FCCLA, ☐ FFA, ☐ FNRL, ☐ HOSA, or ☐ SkillsUSA **or**
 - ☐ 2) Another local or national organization that meets the criteria listed in the ODE [Student Leadership criteria](#) document.
 - The locally developed student organization or experience provides leadership development opportunities that meet the following expectations (see details in linked document above):
 - ☐ Context related instruction, career development , and practical assessment
 - ☐ Community-based learning experiences
 - ☐ Organizational management and administrative experiences

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Please address these questions through your comments in **Element 4 Comment Box** below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Briefly describe the POS-specific student support services that HS and CC students will receive in this POS that will support their success in the courses
- How will those student support services help inform and prepare HS and CC students for their next educational and career steps?
- Briefly describe the specific efforts that will be made to recruit all types of students into this POS (both HS and CC levels)
- Briefly describe any student leadership opportunities that will be available for both HS and CC

Element 4 Comment Box: A. Student guidance and information will be conveyed through POS brochures, posters, online resources and direct communication via business teachers and classrooms, the Counseling Center, the Career Center and other avenues. The Westview Business and Management Pathway is available at <https://www.beaverton.k12.or.us/schools/westview/academics/Pages/Career-Pathway.aspx>

B. Program teachers will manage resources that catalogue students' self-identified chosen career and career path options, disseminate consistent and informed messages about career and possible financial options for post secondary education. Students will create an individual education plan and profile annually: <https://www.beaverton.k12.or.us/schools/westview/academics/Pages/College-and-Career-Center.aspx>

C. Beaverton School District Nondiscrimination Policy: <https://www.beaverton.k12.or.us/about-us/Pages/Nondiscrimination-Policy.aspx>

BSD Policies and Regulations:

<https://www.beaverton.k12.or.us/dist/Pages/policies.aspx#Section-I>

Westview special education statement:

<https://www.beaverton.k12.or.us/schools/westview/academics/Pages/Special%20Education.aspx>

D. The Business and Marketing POS will utilize DECA sourced curriculum and require students to participate in the DECA State Career Development Conference.

- In addition to the support services embedded in course curriculum, business classrooms will contain bulletin boards outlining student support services available to support their success in the courses. Student support services will include career education, direct individual advising from POS teachers, notification of outside resources and opportunities, and access to Advisory Committee members and their resources.

- We will recruit all types of students with brochures, online resources, student news announcements, student study hall presentations and a curriculum night booth.

- Student leadership opportunities will include Westview DECA officers positions and DECA Oregon State Officer positions, Student store management opportunities, and lead positions on individual store initiatives, such as product planning, merchandising, and promotion.

1. Relevant Links:

PCC WEBSITES OF PROGRAMS <http://www.pcc.edu/programs/>

MARKETING WEBSITE <http://www.pcc.edu/programs/business/marketing/>

BUSINESS ADMINISTRATION-MARKETING COOPERATIVE EDUCATION

<http://www.pcc.edu/resources/careers/internships/documents/coop-student-handbook.pdf>

BUSINESS ADMINISTRATION-MARKETING CATALOG

http://catalog.pcc.edu/programsanddisciplines/businessadministration/#Marketing_AAS_Degree

GRAD PLAN <http://www.pcc.edu/resources/advising/grad-plan/>

ADVISING SERVICES <http://www.pcc.edu/resources/advising/>

COUNSELING SERVICES <http://www.pcc.edu/resources/counseling/>

CAREER COUNSELING <http://www.pcc.edu/resources/careers/resource-centers/career-exploration.html>

CAREER CENTER <http://www.pcc.edu/resources/careers/resource-centers/>

START LAB <https://www.pcc.edu/resources/orientation/documents/orientation-schedule.pdf>

ESOL PROGRAM ADVISORS <http://www.pcc.edu/prepare/esol/sylvania/>

ESOL PROGRAM <http://www.pcc.edu/prepare/esol/>

INTERNATIONAL ADVISORS <http://www.pcc.edu/about/international/>

DISABILITY SERVICES <http://www.pcc.edu/resources/disability/>

OFFICE OF AFFIRMATIVE ACTION AND EQUITY <http://www.pcc.edu/about/affirmative-action/>

DIVERSITY TRAINING <http://www.pcc.edu/about/affirmative-action/training.html>

TRANSFER INFORMATION <http://www.pcc.edu/programs/university-transfer/>
OREGON TRANSFER GUIDES <http://www.pcc.edu/programs/university-transfer/transfer-guides/>
OUT OF STATE TRANSFER GUIDES <http://www.pcc.edu/programs/university-transfer/transfer-guides/out-of-state.html>

2. Technical Skill Assessment: <http://www.ode.state.or.us/apps/oss/assessmentClusters.aspx>

3. All expectations have been met. The following information provides supporting evidence for the Expectations: Student Support Services per each original statement.

A. Students receive information, guidance, and/or counseling specific to this CTE Program of Study, including career and job market information, and college program information. Evidence: Students in the Business Administration-Marketing program at PCC have a specialized advisor who is knowledgeable about PCC systems as well the nuances of the field and the program. The PCC website shows the many diverse CTE programs available as well as how to get started in one, a career center as well as offers advising and career counseling services.

B. Students participate in CTE POS specific career related learning experiences or related work experience. Evidence: Students are encouraged to take BA280 Cooperative Education: Business Experience (1-6 cr). to meet their required degree elective requirements. This is an internship experience that is offered in a real world setting.

C. Students' education planning is developed around information specific to this CTE Program of Study. Evidence: Students and advisors work with the GRAD PLAN program to create a personalized degree plan based on the students' level of entry at PCC and the program requirements. In addition, the catalog of programs and degrees offers guidance on educational planning.

D. Extended application projects or capstone experiences are developed within the context of this CTE Program of Study. Evidence: Students complete a series of extensive applied projects throughout the program starting in their first year. They will experiment and understand a variety of materials as well as complete projects from the preplanning phase through completion.

E. Written information is provided to all students in this CTE Program of Study informing them of available articulated college (or university) credits, dual credit, expanded options, scholarships, and other postsecondary opportunities. Evidence: PCC has extensive and detailed information available in their transfer website and in the transfer guides that are available showing the paths of articulation from PCC CTE programs to university programs. The program advising specialist reaches out to students through email, class visits and one-on-one meetings about transfer options, scholarships, extra-curricular opportunities, and available college resources. .

F. Efforts are made to provide information to students who are considered non-traditional by gender to the occupations resulting from this CTE Program of Study. Evidence: PCC is committed to reaching out to all students regardless of their gender. The CTE program advisors are empowered to reach out to high school students through high school visits, annual student preview day, and career fairs.

G. Access and recruitment to courses in this CTE POS are provided for all students including, but not limited to all Oregon and federal protected classes. Evidence: PCC is firmly committed to creating a diverse student body through continued and regular education of staff and faculty as well as by offering ongoing support to students and staff through the Office of Affirmative Action and Equity.

H. Accommodations are made to assure students with special needs can participate in this CTE POS. Evidence: The Disability Services office at PCC is able to help accommodate students with documented disabilities receive services they may qualify for.

I. Assistance is provided for students wishing to participate in this CTE POS for whom English is not their native language. Evidence: Most CTE programs require an English and Reading level minimum placement of WR 115 and/or RD 115. PCC offers ESOL courses for students who wish to improve their English language proficiency prior to entering into their CTE program of choice. For students who are studying on an international visa, international advisors that specialize in helping non-native speakers enter into the ESOL program are available.

Postsecondary TSA: 10REG002

Element 5: Professional Development

Professional Development for POS teachers should be designed on the needs identified by data, and should focus on continuous improvement of student opportunities within this POS.

The planned professional development for this POS will:

- ☒ A. Connect to teacher effectiveness evaluations.
- ☒ B. Help teachers and administrators develop and improve standards-based curriculum and learning experiences that promote the integration of coherent and challenging academic content and industry-based technical standards, including opportunities for the appropriate academic and CTE instructors to jointly develop and implement classroom-based curriculum and instructional strategies.
- ☒ C. Include professional development that is high quality, sustained, intensive, and focused on instruction designed to increase the academic knowledge and understanding of industry standards
- ☒ D. Encourage applied learning methodology that contributes to the academic and CTE knowledge of the student
- ☒ E. Provide research and training opportunities that help teachers develop appropriate and useful assessment tools and strategies.
- ☒ F. Provide training and guidance geared to help improve instructional delivery methodology that helps improve student performance and skill acquisition, particularly skills needed to work with and improve instruction for special populations.
- ☒ G. Assist teachers in accessing and utilizing CTE accountability data, student achievement data, and data from assessments

➤ **Directions for using the Comment box**—Expandable space is provided for comments. This Box is intended for explanations for missing checks above, or notes regarding program strengths worth consideration during POS review. If you already have documents or files that do this more quickly, simply attach those documents or files (or links to them) to this application in an appropriate Addendum folder. (Consult the [Guide to Using the Oregon CTE Program of Study Application 2017](#), for more details.)

Please address these questions through your comments in **Element 5 Comment Box** below (or attach documentation in an appropriately identified file/folder):

- Address any unchecked box above
- Briefly describe how PD will be planned and implemented, based on the needs of the POS
- Briefly describe any planned joint PD ventures for HS and CC teachers, as well as regional trainings

Element 5 Comment Box: A. We are evaluated using the 5-D Rubric that is used to guide professional development each year.

<http://www.k12.wa.us/TPEP/Frameworks/CEL/CEL-5D-2.0-Observables.pdf>

B. POS teachers will attend professional development opportunities via PACTEC that bring together similar programs of study and community college partners. Teachers will also work with other POS with-in our district on curriculum and instruction.

C/D. The following are links to professional development opportunities:

<https://www.deca.org/amped/>

<https://www.mbaresearch.org/index.php/professional-development/conclave>

http://oregondeca.org/conferences_advisor.php

<https://www.acteonline.org/>

E/F. The 5-D Rubric requires 2 student growth goals per year. The process requires each teacher to conduct a self assessment on their skill level for each domain, gather pre-assessment data in the chosen areas of focus, create two student growth goals, gather and analyze data throughout the year, and finally report on goal progress and findings. The process helps teachers develop appropriate and useful assessment tools and strategies.

The student growth goals can focus on improved instruction for special populations where the data suggests it is needed.

G. The BSD supports a CTE Leadership team and district-wide CTE teacher meetings to review data from the 90% reports and identify improvements in Perkins required performance measures.

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.

Regional Coordinator: Email application and addenda to this mailbox-- POS.Application@state.or.us, or follow an alternative process described in Step 8 of the **Submission Process** on the last page of this application. **DEADLINE for submission: June 30, 2017**

Certification of Assurance

Directions: **After filling in all the appropriate fields in this form**, print out a copy of this Certification of Assurance page and acquire all the appropriate signatures. **All signatures must be on one form.** Email completed COA with ALL signatures to POS.Application@ode.state.or.us.

Name of CTE POS	Business and Marketing
Name of Secondary School	Westview High School
Name of Community College	Portland Community College

SECONDARY LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	I have reviewed this program application document for clarity, completeness and adherence to program quality standards, and support its approval. I agree that the CTE program area requirements for secondary CTE programs, including appropriate CTE certification for teachers, the rules and regulations for Public Law 109-270, and the requirements contained in the Oregon State Plan for Career and Technical Education will be complied with in the operation of the CTE programs and services offered by the district or through contract between the district and other agencies, institutions, or individuals. I agree to furnish CTE program data as requested by the Oregon Department of Education.	
	Secondary School District Administrator Signature	Date:
	Administrator's Name	Enter Local Administrator's Name

LOCAL SUPPORT and CERTIFICATE OF ASSURANCE	The program advisory committee has been involved in the design and development of this program.	
	Advisory Committee Signature	Date:
	Advisory Committee Member's name	Enter Advisory Committee Member's Name

POST-SECONDARY LOCAL SUPPORT AND CERTIFICATE OF ASSURANCE	This community college has been involved in the design and development of this CTE program of study and agrees to continue collaboration meeting all 5 Core Elements, especially alignment and articulation and reliable and valid technical skills assessment.	
	Community College Administrator's Signature	Date:
	CC Administrator's Name	Enter CC Administrator's Name

For Regional Coordinator Use Only	
Recommended Status: <input type="checkbox"/> RECOMMENDED FOR STATE APPROVAL (Perkins Eligible) <input type="checkbox"/> DISAPPROVED (and returned for revision)	
Regional Coordinator Signature	Date: _____

For ODE Use Only	
Approval Status: <input type="checkbox"/> FINAL STATE APPROVAL (Perkins Eligible)	
Education Specialist Signature	Expiration Date: _____ Date: _____

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Submission Process

Instructions

Submit complete electronic copies of the application materials by following this procedure:

1. **Do not send PDF applications.** Please send in original Word format.
2. Be sure you are using the correct year's application from [ODE's website](#).
3. Create a file (main folder) for storing all documents to be submitted
4. Title the folder using the name of the secondary school, the name of the Program of Study, and the year of submission, e.g., "OregonTownHSAccounting2016."
5. Create subfolders clearly named for each Element's Addendum that you are including with the application, e.g., "OregonTownHSAccounting2016Addendum1," "OregonTownHSAccounting2016Element1," or "OregonTownHSAccounting2016StandardsContent."
6. If submitting unique documents for individual schools in a Regional Application, create subfolders for each school within the appropriate Element's Addendum folder, e.g., "OregonTownHSAAddendum1."
7. Place the completed POS Application and a scanned copy of the completed Assurance document in the main folder; put any other documents included with the application in their appropriate subfolders. (Please name documents and folders so that they are clearly identified.)
8. Each application needs to include a completed Assurance page with all signatures included on one page—please, no duplicate Assurance pages with partial signatures.
(For Regional Programs of Study, however, each secondary institution will need to have its own Assurance page; for those Regional applications, please secure Community College signatures first, then photocopy for each secondary partner and acquire secondary signatures; then scan and place all originals in the main POS folder with the application.)
9. Please be sure all required documents, links, and examples are in their appropriate folders before performing Step 8.
10. Prepare files for submission:
 - a. Submit each POS application main folder with its subfolders one POS at a time.
 - b. Use the electronic download process using ODE's FTP portal. Go to the ODE Secure File Transfer site (<https://district.ode.state.or.us/apps/xfers/>) and follow the online directions for sending your POS folder to POS.Application@state.or.us. For technical help with this procedure, call Kenzie Mozejko—503-947-5636.
 - c. Alternatively, you may save folders on a Jump Drive or CD-ROM and send to ODE, in care of: Kenzie Mozejko, Oregon Department of Education, PSB 2nd Floor, 255 Capitol St. NE, Salem, OR 97310.

CTE Teacher: Submit complete electronic application materials to your CTE Regional Coordinator.

Regional Coordinator: Submit application and addenda using the FTP process described in 10 above, to this mailbox:

POS.Application@state.or.us). (Alternatively, using Step 10(c) above, a jump drive or CD ROM can be used to send files to ODE.)

DEADLINE for submission: June 30, 2017

Early Bird deadline (assures feedback before teachers leave for summer): April 28, 2017

(You may delete this page before submitting this application.)